

Texas Education Agency Standard Application System (SAS)

2018–2019 Transformation Zone Planning Grant		
Program authority:	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	January 15, 2018, to July 13, 2018	
Application deadline:	5:00 p.m. Central Time, November 30, 2017	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 NOV 30 PM 1:13 DOCUMENT CONTROL CENTER </div>
Contact information:	Division of System Support and Innovation: DSSI@tea.texas.gov , (512) 463-7582	

Schedule #1 – General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Fort Worth Independent School District	220-905		
Vendor ID #	ESC Region #	DUNS #	
756001613	11	073177776	
Mailing address	City	State	ZIP Code
100 N. University Drive	Fort Worth	TX	76107-1360

Primary Contact

First name	M.I.	Last name	Title
Tracy		Marshall	Senior Officer
Telephone #	Email address		FAX #
817.814.2283	Tracy.marshall@fwisd.org		817.814.2285

Secondary Contact

First name	M.I.	Last name	Title
Jerry		Moore	Assistant Superintendent for Strategic Planning
Telephone #	Email address		FAX #
817.814.1952	Jerry.moore2@fwisd.org		817.814.1955

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Elsie	M.I. Last name Schiro	Title Chief Financial Officer
Telephone # 817.814.2281	Email address Tracy.marshall@fwisd.org	FAX # 817.814.2285
Signature (blue ink preferred)		Date signed

Elsie A. Schiro

11/20/17

701-17-106-006

Schedule #1—General Information

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Total direct costs:		\$	\$	\$	\$
5.	Indirect cost (%):		\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fort Worth ISD (FWISD) is a high-poverty urban district of 146 schools with 86,000 students. The district has exhibited a commitment to transformative practices through participation in the **Lone Star Governance** program, expects to identify and partner with a **charter management organization** for one or more campuses in the Transformation Zone (Strategy #1), and will develop a method of ensuring the **highest quality teachers and leaders** work in the campuses in the zone (Strategy #5). Additionally, FWISD expects to utilize **Subchapter C charter school status** to protect the autonomy of zone campuses, and has been designated a **District of Innovation** by TEA.

With the assistance of System of Great Schools (SGS) consultants and input from executive level leadership, principals, and stakeholders, FWISD has identified needs and made a commitment to 1) Strategic new schools planning, vetting and authorization (including charter partnerships), to increase autonomy and provide for personalization of campuses to their community; 2) Talent strategy & support, with a focus on teacher and leaders for the TZ who have a demonstrated history of performance (with a focus on growing students) in urban and/or struggling schools; and 3) Wrap-around supports to ensure all students are happy and healthy learners.

FWISD has implemented a wide variety of individual school turn-around efforts over the last ten years, with programs that have successfully lifted failing schools out of "improvement required" status. Only 4 years ago 28 campuses were rated as improvement required, which lowered to 22 in 2016, and now is at 13. However, we recognize that even 13 failing campuses is not acceptable, and we seek opportunities such as the Transformation Zone Planning Grant as a means to improve not only those 13 struggling campuses, but to investigate ways for further improvement throughout the district. By participating in the Transformation Zone process, we seek a longer-term, wider, and more comprehensive program for school improvement **that will be rigorously defined and evaluated** to allow the most successful elements to be continued and replicated as appropriate throughout the district. Through the TZ Planning process, we expect to receive the benefit of knowledge and experience from outside the district that will expand our vision and provide input and support to new solutions for campuses with long-term struggles. The strategic planning work begun with SGS has encouraged FWISD executive-level leadership and the board to look at unconventional options and be prepared for strategic shifts in direction. As with all FWISD initiatives, the TZ Planning Grant will include rigorous program evaluation elements to monitor progress toward the milestones identified in Section #14 to ensure that a viable path forward that is executable by the district is completed on time and according to TEA guidelines.

We will explore the types of autonomies required to achieve higher learning outcomes to help schools accomplish transformative results, such as: a Charter School structure could assist with attracting leaders from outside the area that would otherwise not be available to FWISD; a campus setting their own calendar and hours of operation could provide flexibility for increased training and teacher preparation, along with non-traditional instructional elements. Partnerships with groups providing services such as the Relay Teaching Residencies would provide a significant boost to the teacher pipeline. Alternative scheduling could allow for more time for Social Emotional Learning initiatives. Increased support could include mentor teachers that would provide in-classroom modeling of programs such as Restorative Practice and Trust-Based Relational Intervention (TBRI) to ensure that teachers can effectively implement programs with fidelity. The most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning, so FWISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with available resources, autonomy of budgeting and expenditures, and streamlined purchasing, travel, recruitment and hiring.

FWISD Superintendent Scribner and the Board of Trustees have demonstrated political capital within the civic and business communities for school innovation, and Dr. Scribner has described the district as being "in the process of transformation". The recent passing of a \$750 million bond election by a substantial majority of voters, and the support provided by local philanthropic organizations, corporate partners, and community leaders, indicates that FWISD is ready for the challenge of a truly transformative re-imagining of the public school experience.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 220905				Amendment # (for amendments only):	
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: January 15, 2018, to July 13, 2018				Fund code: 211	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$56,000	\$	\$56,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$368,000	\$	\$368,000
Schedule #10	Other Operating Costs (6400)	6400	\$17,000	\$	\$17,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$441,000	\$	\$441,000
2% <u>indirect costs</u> (see note):			N/A	\$	\$9,000
Grand total of budgeted costs (add all entries in each column):			\$441,000	\$	\$450,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 220905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1			
2			
3			
Program Management and Administration			
4	Chief Innovation/Transformation/New Schools Officer: FWISD Chief of Policy and Planning		1
5	Executive Transformation Officer (50%x 6 months)	1	0
6			30,000
7			\$
8			\$
9			\$
10			\$
11			\$
Auxiliary			
12			
13			
14			
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15			
16			
17			
18			
19			
20			
Other Employee Positions			
21	Grants Project Development Specialist (50% x 6 months)	1	\$20,000
22	Title		\$
23	Title		\$
24	Subtotal employee costs:		\$50,000
Substitute, Extra-Duty Pay, Benefits Costs			
25			
26			
27			
28	6140 Employee benefits at approximately 12%		\$6,000
29			
30	Subtotal substitute, extra-duty, benefits costs		\$6,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$56,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 220905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Qualified Zone Design Partner, matched with LEA by TEA	\$ 200,000
2	Transformation Zone Project Manager-1 contracted: 500 hours @ \$75/hr	\$ 37,500
3	Research and Evaluation Data Planning and Outcome Support	\$ 25,000
4	Legal consultation on partner contracts	\$ 25,000
5	Consultants with specific knowledge and experience with greatest need areas: school climate/culture & new schools, charters planning & personalization of campuses to community; talent acquisition and support; wrap-around supports.	\$ 25,000
6	Additional coordination hours for SGS consultant (Margo Roen)	\$ 12,000
7	Technology consultant for development of performance framework live data consolidation and display for outcome tracking	\$ 33,500
8	FWISD Communications Dept: stakeholder contact - web, video brochures, etc.	\$ 10,000
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$ 368,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$ 368,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$7,000
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$10,000
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$17,000
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$17,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

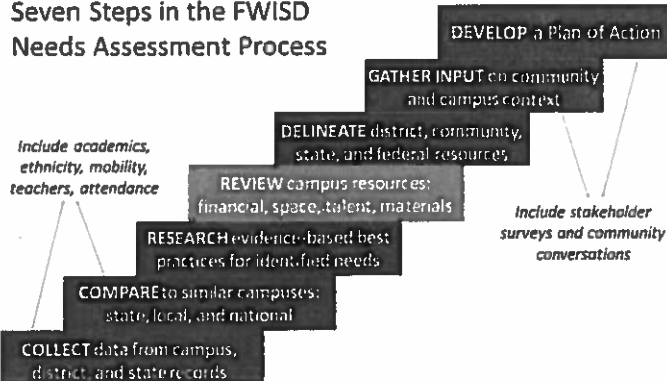
County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Serving 86,000 students on 146 campuses, an initial analysis to recommend schools for inclusion in a Transformation Zone (TZ) centered on our 13 TEA "Improvement Required" campuses. Data has been collected and reviewed from campus records, district and state reports and surveys, and outside research and recommendations. The most common area of IR concern was equity: lack of comparable achievement gains for students of all ethnic groups, ELL, and economic disadvantage. Additional review revealed struggles at a majority of these thirteen schools with attendance, student mobility, teacher experience and retention, and major issues with discipline and student behavior. "Student Assessment of Coping Skills" has been administered to over 10,000 FWISD elementary school students (all 4th and 5th grades) for the past two years. At each of the 13 identified campuses, results indicated that a majority are significantly impacted by complex trauma, with elevated trauma levels affecting over 90% at one of the campuses.

Seven Steps in the FWISD Needs Assessment Process



With the assistance of System of Great Schools (SGS) consultants and input from executive level leadership, principals, and stakeholders, three identified weaknesses, have been selected (see process chart above) to be addressed in the TZ planning: 1) As identified in the SGS assessment, FWISD has no school performance framework that identifies elements and expectations for an effective school. Assistance is needed developing this framework to inform new school planning, vetting, and authorization (such as charters), to increase autonomy and provide for personalization of campuses. 2) Staff turnover at the IR schools, and a high percentage of new teachers indicates a need for developing, recruiting and rewarding strong school leaders. This process is a critical element to ensure talent strategy & support, with a focus on teacher and leaders who are highly qualified, with experience in urban schools. 3) High levels of trauma, economic disadvantage, and mobility indicate a need for wrap-around supports to ensure all students are happy and healthy learners. Published research, local data, and the experience of FWISD leadership, principals, and student support services have indicated that social and emotional learning competencies are a major barrier to student success, and teachers need training and in-classroom coaching/mentors to implement evidence-based classroom interventions such as TBRI and Restorative Practices to provide students the skills for self-management that are necessary for success. The TZ would serve as a pilot for a model of supports that could scale up to the rest of the district.

Campus	At Risk	ELL	ED	2015-2016 Mobility	2015-2016 Attendance	% Teachers (<5 years)	% Pass All STAAR
009 Polytechnic HS	85.3	17.2	69.6	19.8	91.7	45.7	56.0
064 Glencrest 6th Grade	87.4	30.6	89.3	21.3	95.5	57.8	47.0
105 West Handley ES	80.9	45.9	88.8	26.8	94.0	54.7	42.0
110 Carroll Peak ES	68.6	35.2	92.3	16.8	96.6	36.9	57.0
115 George C. Clarke ES	75.7	48.7	88.9	14.3	96.4	49.6	50.0
117 Como ES	64.8	20.9	89.5	22.7	95.9	37.9	48.0
124 Maude I. Logan ES	72.6	20.1	89.1	32.0	92.5	50.0	44.0
129 John T. White ES	74	17.8	86.6	40.2	93.4	51.4	47.0
130 Harlean Beal ES	75.6	39.6	71.9	29.7	95.5	45.1	54.0
144 Mitchell Blvd ES	72.2	27.3	89.7	32.7	94.8	72.4	53.0
160 Maudrie M. Walton ES	76.8	18.5	86.6	32.4	94.8	40.6	43.0
169 Sunrise-McMillan ES	68.5	21.8	82.0	35.0	94.8	67.6	48.0
222 Clifford Davis ES	87.1	65.4	88.0	24.9	95.7	45.3	49.0
State Average	50.3	18.9	59.0	16.2	95.8	35.8	75.0

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strategic new schools planning, vetting, and authorization (including charter partnerships), to increase autonomy and provide for personalization of campuses to their community.	<ol style="list-style-type: none"> 1) Contract with TEA-recommended external partner. 2) Align the TZ to the future direction of the district upon completion of the in-process FWISD Strategic Plan. 3) The creation of a new schools process and team to lead portfolio planning and the authorization process. 4) Observation and review of best practices in school autonomy structures in other districts. 5) Legal and consulting assistance to develop process for contracting with outside partners that ensures quality performance. 6) Development of live data display for tracking outcomes.
2.	Talent strategy & support, with a focus on teacher and leaders for the TZ who have a demonstrated history of performance (with a focus on growing students) in urban and/or struggling schools	<ol style="list-style-type: none"> 1) Develop partnerships with Relay, Teaching Trust Bush Institute, or other strategic talent projects that can assist with developing a pipeline of well-qualified school leadership. 2) Data review of recent FWISD hires to focus efforts on relationships with universities whose graduates have proven success with the special challenges of working in our urban high-poverty schools. 3) Review and refine the district's Equity Plan for talent acquisition, including a process for plan analysis, documentation of results, and continuous improvement. 4) Increase options for teacher support and PD such as Teaching Trust leadership teams. 5) Increase access to highly qualified bilingual teachers and leaders.
3.	Wrap-around supports to ensure all students are happy and healthy learners	<ol style="list-style-type: none"> 1) Investigate options for improving access to existing school and community support systems, including better connections with families through programs such as Stand for Children. 2) Develop solutions that will allow schools to change their culture such that not just social workers, but all teachers, administrators, and staff contribute to the mental health and well-being of students. 3) Create intensive professional development structure that will provide teachers the skills to impact interruption of instruction by disruptive, unengaged students, by building relationships and trust over time. 4) Investigate options for in-classroom coaches and mentors to model behavior previously taught in PD, from programs such as TBRI, De-escalation, Restorative Practices, and continuing guidance from the Momentous Institute. 5) Plan for scheduling flexibility and summer PD hours to enhance training and support to teachers as they work to improve the school climate for all students.

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Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify campuses that will be in the zone	1. Provide data/needs assessment related to campuses selected, including campus strengths	01/15/2018	01/31/2018
		2. Review options for outside management resources.	01/15/2018	02/15/2018
		3. Prepare selection process for outside resources.	02/01/2018	02/28/2018
		4. Intensive analysis of needed wraparound services.	02/01/2018	02/15/2018
		5. Review and consult with wraparound resources.	02/15/2018	02/28/2015
2.	Develop initial zone plan, including governance, management, and specific strategies	1. Develop district guidance structure for the TZ, including outcome success measures, performance framework, and data capability for outcome follow-up. Include long-term leadership plans for TZ.	03/01/2018	03/31/2018
		2. Develop guidelines for autonomous management.	03/01/2018	03/31/2018
		3. Develop a portfolio planning and new schools authorization cycle and timeline.	03/01/2018	03/31/2018
		4. Create strategies and plan for talent acquisition.	03/01/2018	03/31/2018
		5. Plan for and conduct formative/process evaluation review of planning process with revision of strategies.	03/01/2018	03/31/2018
3.	Solicit and incorporate stakeholder feedback	1. Present plan for review and revision to board.	04/01/2018	04/15/2018
		2. Conduct community input and information meetings.	04/01/2018	04/15/2018
		3. Solicit feedback from philanthropic and NGO groups.	04/01/2018	04/15/2018
		4. Solicit feedback from city and business leadership.	04/01/2018	04/15/2018
		5. Conduct feedback sessions with school leadership.	04/01/2018	04/15/2018
4.	Develop TZ plan	1. Conduct planning kickoff meeting.	01/15/2018	02/09/2018
		2. Provide TEA with a preliminary TZ plan.	05/18/2018	05/18/2018
		3. Provide TEA with a final TZ plan	06/22/2018	06/22/2018
		4. Conduct summative evaluation of planning process.	06/01/2018	06/30/2018
		5. Seek funding for plan implementation	04/01/2018	07/13/2018
		6. Distribute plan via website to stakeholders.	07/01/2018	07/01/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Part 2: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Five struggling Fort Worth ISD schools were reconstituted as "Leadership Academies" for 2017-2018 with major financial support from a local foundation and district resources of nearly \$5 million. As a part of the District's equity policy, we have reallocated personnel and resources in efforts to change the teaching and learning as well as the culture of our most challenging campuses. We have included in this Transformation Zone application the four elementary leadership academies, to benefit from the proposed outside guidance for transformation, and to ensure coordination of efforts among innovative turnaround programs within the district. We would seek to offer hiring incentives similar to those at the Leadership Academies, based on a three-year commitment to specific levels of improved academic outcomes. The Leadership Academies have also piloted hiring autonomies.

Fort Worth ISD has a positive record for sustaining successful initiatives, both through assigning priority activities to local tax funds and to combining support from local corporate and philanthropic funding sources. FWISD has developed and sustained efforts relating to Social Emotional Learning with guidance from the Momentous Institute and TCU's Purvis Institute of Child Development.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 1: Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Worth ISD is committed to participating in a variety of initiatives to improve our struggling schools which align well with the Transformation Zone concept. The district has made a strong commitment to seeking new and innovative solutions through participation in the **Lone Star Governance project**, the **System of Great Schools Technical Assistance Network (SGS)**, and designation as a **District of Innovation** by TEA to allow for greater flexibility and local control. FWISD Board members, Superintendent and Leadership Team have participated in statewide training sessions to ensure widespread understanding of, and support for, innovative solutions to school reform. We have devoted considerable district resources to assist with developing data-informed decisions, in close cooperation with SGS consultants. Because of this work, we know our schools better, and are beginning the process of tiered support to schools, as well as planning strategically in a way that supports all schools.

The existing Fort Worth ISD (FWISD) strategic plan and district scorecard outlines critical district priorities to achieve three strategic goals over the next five years, which align to our proposed work with TZ: Goal 1: Student Achievement Goal 2: Operational Effectiveness and Efficiency Goal 3: Community Partnerships & Family Engagement. Last year a learning design process, known as "FWISD: Innovative Learning for our Future," included a series of 20 community-wide education summits, as well as more than 40 focus groups with about 600 stakeholders. Feedback from this process confirmed a willingness for our constituents to look at new and innovative ways of teaching and learning.

FWISD has received an assessment from SGS related to readiness to implement evidence-based best practices for school improvement. **FWISD strengths delineated in the SGS assessment** include:

- 1) Positive relationships with stakeholders, including philanthropical commitments for school improvement.
- 2) Specialized schools have been opened by the district that can be analyzed for implementation of innovative curriculum and management for TZ schools.
- 3) Five struggling schools (included in the tentative TZ list) have been reconstituted as leadership academies for the 2017-2018 year, with substantial focus on teacher quality, community input, and additional supports.
- 4) The superintendent has substantial political capital within the civic and business communities for school innovation.
- 5) There is an emerging vision for a future organizational structure that transitions from a one-size-fits-all school management approach to high-leverage oversight, innovation, and support activities.

The FWISD priority areas for the SGS partnership signal an ongoing commitment to school innovation, and development of a new strategic plan that will incorporate all of these elements: 1) new start plan with priorities embedded, 2) create a School Performance Framework and differentiated support/intervention process, and 3) develop a new schools process, including district-charter partnerships.

To achieve increased student achievement at our highest-need schools, concepts aligned to TZ are already in process through our Leadership Academies, described in the previous section. With the input of local communities, we have improved teacher quality, provided some of our most experienced administrators for leadership and support, and are actively following outcomes to seek long-term success for our students. District support for these academies is now evolved to a transformation model of targeted support for campuses in most need of improvement in combination with earned autonomy for high performing campuses all directed by new leadership, as well as receiving guidance from curriculum and instructional teams from the central office. In 2010, the district unveiled one of the largest, most comprehensive redesigns of secondary education in the nation with its Gold Seal Programs of Choice and Gold Seal Schools of Choice. Each of our 13 high schools introduced curricula focused on college and career pathways. The district has opened a single-gender school for girls, the Young Women's Leadership Academy; a single-gender school for boys, the Young Men's Leadership Academy; early college high schools: Marine Creek Collegiate High School, the Texas Academy of Biomedical Sciences, and Tarrant County College South FWISD Collegiate High School, Early College High School at Dunbar High School. In 2018, the district will open a new STEM/VPA Academy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 2: Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has implemented a wide variety of individual school turn-around efforts over the last ten years, with programs that have successfully lifted failing schools out of "improvement required" status. Yet many of these continue to struggle and have failed to reach levels of excellence that would fully prepare our students for success. By participating in the Transformation Zone process, we seek a longer-term, wider, and more comprehensive program for school improvement that will be rigorously defined and evaluated to allow the most successful elements to be continued, and replicated as appropriate throughout the district.

Through our work with SGS and the consulting group to be assigned by TEA, we expect to receive the benefit of knowledge and experience from outside the district that will expand our vision and provide input and support to new solutions for campuses with long-term struggles. The strategic planning work begun with SGS has encouraged FWISD executive-level leadership as well as the board to look at unconventional options and be prepared for strategic shifts in direction. The identified strengths of community and stakeholder support are also key elements that will increase the viability of plans developed for a TZ. Just this month, Fort Worth voters overwhelmingly approved a \$750 million bond election, which indicates support for the leadership and overall direction of the district.

The needs identified in the SGS review and our own data review are not new – they have existed for years, and research confirms they are common to many urban school districts. Much of the work in these schools has centered on enhancing academics, with varied curriculum, tutoring, and teacher training in academic areas. However, none of these academic enhancements are viable without strong leadership and student and family supports. The TZ Planning Team outlined several specific management and performance areas where the TZ process could prove beneficial:

- 1) Under our current structure, we have not explicitly differentiated the level or nature of school support or autonomy based on performance. Through the TZ planning process we would have the resources to develop specific quality and achievement guidelines that would assist with developing consistency of support and autonomy, while exploring new options for campus leadership and responsibility.
- 2) We need to develop a school performance framework that identifies the elements and expectations for an effective school in FWISD. A performance framework will make it possible for school and district leadership to communicate specific expectations and performance to both internal and external partners. Within a TZ, this framework will also help to create a greater sense of urgency for improvement and change.
- 3) Campus instructional achievement needs increased focus on performance rather than compliance. In a TZ structure, more individualized support will be designed based on the needs of each campus, as well as their autonomy and quality of achievement. The work of school directors and academic office staff need better coordination to meet specific school plans or needs, and a TZ could provide impetus for this alignment.
- 4) Perhaps the greatest need for the district, identified by SGS, FWISD administrators, principals, teachers, and stakeholders, is developing, recruiting and rewarding strong school leaders. By seeking new partnerships (i.e. Relay) and levels of autonomy through a TZ, FWISD has the opportunity to view the hiring and promotion pipeline in new and innovative ways that properly reward excellent teachers for remaining in the classroom in struggling schools, while also preparing new administrators and leaders for the tasks ahead.
- 5) FWISD campuses require training and development of teachers and campus administrators in essential (but often challenging) skills such as classroom management for teachers and budgeting and personnel management for principals. In a TZ, enhanced professional development time, extended days, and opportunities for summer workshops provide opportunities for greater training, and the autonomy of TZ campuses provides hands-on practice in the skills acquired.
- 6) Wraparound social services support has long been a goal for FWISD, and in-school and community counseling and family support is generally available at all of our schools. However, a key element in wraparound support is the overall climate of the school, and the social emotional skills that are being taught, modeled, and practiced in every classroom. Through this TZ, we see opportunities for enhanced training and implementation of school-wide support systems such as PBIS, Restorative Practices, etc., that will have long-term positive academic effects as children are prepared to be engaged, focused, happy, healthy learners.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has spent the last year exploring options for alternative school operational plans, and the Transformation Zone Planning Grant seems to be the perfect opportunity to continue this process with additional expert guidance from consulting experts in the transformation process. Superintendent Scribner describes our district as being "in the process of transformation". We have been focused on looking at new outlines and options for campus governance, seeking input from stakeholders throughout the community on strengths, needs and recommended directions, and researching best practices throughout the United State and the world.

This focus on transformation is evident in data from our schools. Only 4 years ago 28 of our 144 campuses were rated as improvement required, which lowered to 22 in 2016, and now is at 13. However, we recognize that even 13 failing campuses is not acceptable, and we seek opportunities such as the Transformation Zone Planning Grant as a means to improve not only those 13 struggling campuses, but to investigate ways for further improvement throughout the district.

In the fall of 2016, FWISD contracted with engage2learn to facilitate and partner with the district in a learning design process to create a community inspired vision for our schools: Innovative Learning for Our Future. The district hosted 20 community-wide education summits to ensure that all citizens had an opportunity to share their highest hopes for students, and the type of learning environment needed to support and achieve these aspirations. Prior to the summits, more than 40 focus groups with about 600 stakeholders that included students, parents, business leaders, clergy and community members started the conversation. Additionally, a widely disseminated and accessible online survey was available for input. Information, feedback and input gathered at the summits, focus groups and survey were used by a community educational design team comprised of citizens including students, parents, teachers, principals, business leaders and community members to develop a new vision for learning.

In just the past three months, 15 Town Hall meetings provided community members the opportunity to share their thoughts on the direction to be taken by the district. We heard from students, parents, teachers, other school staff, interested community members, the philanthropic community, and business and community leaders.

A team of highest-level executive administrators convened to review data and information compiled from extensive stakeholder engagement to determine the direction and viability of application for the Transformation Zone Planning Grant. The unanimous decision was to move forward, as this is the logical next step in our district's planning for innovative learning opportunities. Agreement was reached on three highest-priority needs and two areas of emphasis. Further consultation seeking information and input then took place with various departments and leaders related to central goals for this TZ:

1. The Strategic Planning & Continuous Improvement Department took the lead in propelling the TZ concept forward, and ensuring alignment to existing plans as well as with the new Strategic Plan in process.
2. Elementary and Secondary School Leadership provided school and principal feedback on greatest needs and applicability of TZ options for IR campuses.
3. SGS Consultants provided review and assistance with evaluating opportunities along with advice and guidance from successful turnaround efforts nationwide.
4. Student Support Services and Counseling weighed in on alignment of direction with campus needs, and importance of in-classroom guidance.
5. Grants and Development, Management and Monitoring assisted with data acquisition from the Research and Evaluation division and application preparation.

FWISD will continue our ongoing process for feedback and access by all interested stakeholders through social media, website, business leader input and individual campus community contacts, and if the grant is received, periodic updates will ensure participation by the community as final decisions are made.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4: Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The outcomes currently established for schools such as those in the proposed TZ are primarily related to specific measures of academic growth, especially to ensuring more than annual gains in literacy for students in the lowest-performing schools. An example of a very specific goal at one of the Leadership Academy campuses: *Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.* General goal for all Leadership Academies is that each student will achieve more than a year's growth during each academic year. In order to achieve that goal, the campuses were staffed with teachers who have a data history to show that their prior students have achieved more than a year's growth. This would remain a goal for the TZ, but we recognize that achieving these goals requires more than just academic intensity, but requires the improvement in school management structure, pipeline for well-qualified teachers and leaders, and support systems defined as specific needs in the TZ Planning process.

FWISD is engaged in a collective impact effort mobilizing educators, funders, government, business, parents and community organizations to see that 100 percent of Fort Worth ISD third-graders read on level by 3rd grade: the 100x25FWTX Initiative. To achieve this outcome for the highest-need schools, which are included in the proposed TZ, requires the intensity of effort that would be supported by changes in campus level operating conditions to be determined by the TZ planning process. Various segments of the community are already working with children from birth to age three in cooperation with FWISD through the Early Learning Alliance, and FWISD is also receiving support from the initiative for children from Pre-K through grade three, such as reading mentors, and monetary support for the Leadership Academies.

We would like for the TZ process to explore the types of autonomies required to help schools accomplish transformative results. For example, a Charter School structure could assist with attracting leaders from outside the area that would otherwise not be available to FWISD. The ability of the school to set their own calendar and hours of operation could provide flexibility to allow for greater training and teacher preparation, as well as non-traditional instructional elements. Partnerships with groups providing services such as the Relay Teaching Residencies would provide a significant boost to the teacher pipeline. Alternative scheduling could allow for more time for Social Emotional Learning initiatives. Increased support could include mentor teachers that would provide in-classroom modeling of programs such as Restorative Practice and TBRI to ensure that teachers have the ability to effectively implement such programs with fidelity. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning (Schmoker, 2006), FWISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with all the resources available, the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring.

The Leadership Academies have begun the process of improving the overall school culture and ability to provide social emotional support to students with training through the Stand for Children program, Restorative Practices, De-Escalation Training, PBIS, and RTI Support. The lessons learned in this initial year of intensive work with these campuses will help to inform the goals and objectives needed for the TZ schools. For example, a specific Implementation Action Step at one of the Leadership Academies includes detailed outcomes for both teachers and students: *Teachers will receive weekly feedback, which will be continually monitored for successful implementation, and will result in: teacher growth (90% of teachers will complete Phase 4 on the Rigor Trajectory and 100% of teachers will have shown growth on the Rigor Trajectory) and student growth (SCA's will show 70% mastery, and the 2017-18 Index 1 will increase from 47 to a 70 or higher ; Index 3 will increase from 23 to a 35 or higher).* The time, knowledge, and ability to assist teachers with this weekly feedback, and to provide the in-classroom support needed, would be enhanced by the ability to staff TZ schools related to the specific needs of that campus, rather than with a district-assigned template.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5a: Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☐ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☐ Other locally developed and evidence-based strategies

☒ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

TEA Program Requirement 5b: Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the need identification process delineated in Section #13, school leadership and highly qualified staff were identified in almost every step by all participants in the planning process as key elements for implementing any school turnaround. From this process, it followed that outside partnerships for school management and ensuring highest quality teachers and leaders are the two key zone strategies most likely to fill this need.

1) *Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.* FWISD has been interested in options for partnerships with charter providers since beginning our Lone Star Governance process and our SGS work. Leadership has visited several charter and alternatively-operated campuses around the state, is in conversation with Uplift for a potential 2018-19 partnership, and has begun conversations internally about possible alternative governance structures for struggling campuses. Because of the urgency of seeking immediate, impactful change, five of our campuses of greatest need were re-formulated this year as Leadership Academies, with a variety of specialized incentives and operational initiatives discussed previously in this application. This move toward individualizing campuses can be considered an initial move toward establishing a transformation process, but we recognize that more extensive planning, research, observation, and guidance is needed for the major structural changes that may be required. Seeking charter partners, while establishing guidelines for required quality outcomes for students, is a key element we look forward to exploring in the TZ planning process. FWISD expects to continue work with SGS, as well as the designated design partner, as guides in this new element of school governance.

2) *Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.* FWISD has begun establishment of a new Human Resources Equity Plan which includes a Recruitment Marketing Platform designed to attract a variety of Talent Networks, and nurturing attracted and engaged talent through Customer Relationship Management. The TZ process can be used to encourage engagement of teachers and administrators who are looking for campus autonomy and new ways of reaching children. Through review of research published by the Bridgespan Group on Innovation Zones, it is our hope that with guidance and assistance in planning we can achieve the type of results Innovation Zones in Chicago, Boston, and Indianapolis have had. They have hired highly qualified teachers and campus leaders who are committed to "resetting school culture by establishing new norms with staff, students, and families; implementing policies to improve the behavioral climate."

FWISD has been in touch with Teaching Trust and Relay to explore options for partnerships, and is currently working with Teaching Trust on building strong campus leadership teams. The process of attracting exceptional talent and then sustaining talent in these zones has included elements that we aspire to in a FWISD TZ, including providing ongoing support and guidance, job-embedded coaching, and quality measurement of outcomes.

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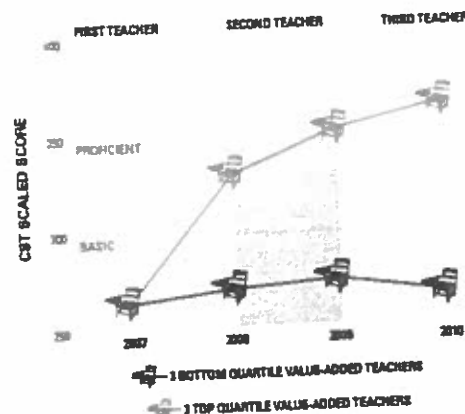
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 6: Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To set the stage for the necessity of hiring highly qualified, experienced teachers for the new FWISD Learning Academies, the superintendent graphically demonstrated the disparate achievement results for students taught by the top and bottom quartile teachers. (The Education Trust, 2015) Expectations are high for the teachers and leadership of these academies, with provisions for financial incentives, as well as professional commitments of five summer PD days, and three hours of PD each week. Very initial results are promising, with highly qualified staff hired and in place through a process that included attracting and hiring from within the district and from outside. Over 250 teachers, based on value added data analysis, were identified as a potential pool of highly effective candidates to fill the slots at these five campuses, and they were individually invited to apply. The greatest obstacle to hiring for the academies was the lack of bilingual applicants, and seeking greater numbers of highly qualified bilingual teachers and leaders is a continuing goal of the district.



In the process of staffing the academies, gaps and needs in recruitment were apparent, and work has begun by the FWISD human resource division (Human Capital Management – HCM) to bridge to success.

1. Development of a Talent Acquisition and Development Team within FWISD has begun. Staff assignments have been made, and action plans developed, for three areas: Attract, Engage, and Nurture. This aligns to the need analysis conducted for this grant, such as the need for a pipeline to "attract" well-qualified staff, followed by "engagement" and "nurture" initiatives to retain staff at our most challenging campuses.
2. Efforts are in process to make better use of data to increase positive results (acceptance of offered positions) from social media recruiting, employee referrals, and other marketing efforts. The beginning of nurturing staff is starting right from the first point of contact: viewing interaction with prospective staff as "customer relations management". Web analytics and AppliTrack are resources in use for a more systemic approach to positive results from applicants.
3. Metrics and analytics are viewed as essential elements for successful staffing, and the various divisions of HCM are cooperating to work with FWISD Division of Technology and Research and Evaluation to ensure that data is available for decision-making.
4. Preparation of a Recruitment Marketing Platform for Talent Development includes specific activities for expanding our talent pool, such as seeking recommendations from the Operations Department for existing staff in non-teaching positions who have shown a commitment to our students, and can be assisted with obtaining training and certifications to move up their career ladder.
5. Our TEA Equity Plan has analyzed data from struggling schools to outline needs and goals for improving equitable recruitment and placement of high-performing staff in locations of greatest need. Recommended actions include elements that correspond to our needs within the schools recommended for the TZ: a) Priority of hiring opportunity for most experienced applicants provided to campuses with highest poverty or highest percentage of students of color and highest percentage of inexperienced teachers. b) Provide training to increase principals' proficiency on the selection, hiring, mentoring and coaching of teachers. c) Expand and differentiate the support that we provide to include all first and second year teachers to improve teacher retention at identified campuses. d) Develop a plan to create a Master Teacher position to best support the needs of teachers and to provide a career pathway for veteran teachers to remain in the classroom.

We recognize that there is much work remaining to develop a fully functioning talent pipeline, especially with participation in programs such as Relay, and we look forward to further developing the recruitment plan during a TZ planning process.

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County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 7: Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD will create a dedicated School Transformation Office as a part of the TZ Planning process for supporting the campus' school improvement efforts, led by a dedicated Executive Transformation Officer, to foster the conditions and capacity for school reorganization. Within the TZ, individual competencies include leaders who accomplish the most critical, consistent success actions as shown by ability to meet data-defined outcomes for school turnaround and growth. The ideal candidate for Executive would have evidence of the following: proven track record of transforming low performing to high academic achievement campuses for all students; commitment to working with culturally and linguistically diverse populations in low-socioeconomic, urban communities; evidence of excellence in teaching as measured by student growth data; evidence of prominent educational leadership experience in preschool-16 school systems as a teacher, principal, director, superintendent, or a combination of these; evidence of distinguished scholarly activity through state and national conference presentations, state, regional leadership positions in professional organizations; and history of obtaining external funding.

Additionally, as a part of the district commitment to transformation, each of the campuses will have a TZ leader in their building to assure consistent communication between stakeholders and district offices for full implementation of the transformational process. Each of these staff persons will be responsible not only for assisting with TZ implementation, but with training and development of campus staff and infrastructure to ensure that transformation is maintained for the future.

The Leadership Team serving as advisory to the TZ Planning Grant development includes: Sammy Monge, FWISD Chief of Policy and Planning, Charles Carroll, Chief Academic Officer, Cherie Washington, Chief of Secondary Schools, Karen Molinar, Chief of Elementary Schools, Elsie Schiro, Chief Financial Officer, Jerry Moore, Executive Director, Strategic Planning and Continuous Improvement, Deborah Traylor, Secondary Leadership Academies Director, and Priscila Dilley, Elementary Leadership Academies Director. Specific turnaround accomplishments at the campus and district level include: Dr. Washington: reducing the number of secondary IR campuses from 12 to 2; Ms. Molinar: turnaround at high-poverty bilingual campus to "high performing" rating for multiple years; Ms. Traylor: principal of a campus acknowledged as a High Poverty Achievement School; Ms. Dilley: turnaround at FWISD's largest bilingual and high-poverty campus.

We anticipate a TEA consultant assigned that has specific experience in our priority areas of quality staffing, charter school/other partnerships for school operations, and wrap-around services/school climate enhancement. Of the TEA-Approved Zone Design Planning Partners, Safal Partners appears to be working closely with initiatives that have proven successful in our struggling schools, such as the Bush Institute, Gates Foundation, Arnold Foundation, Teach for America, and Project Lead the Way.

FWISD Research and Evaluation Team (R&E) conducts review and evaluation as contracted services to insure their independent evaluator status. Led by Dr. Stacy Burrell, the R & E team includes evaluators with extensive experience in university and pre-K-12 educational research, with national credits for published research and presentations to professional organizations. Grants Project Development Specialist and the Transformation Zone Manager will support the work of the TZ Team and assist with alignment to the grant goals and accomplishment of milestones.

FWISD board and staff have appreciated the expertise and hands-on experience of Chris Barbic and Margo Roen, FWISD's SGS Executive Advisors, who previously led Tennessee's statewide school turnaround district through a focus on talent, charter partnerships, and accountability. We would value their continued contribution as we coordinate work on our strategic plan and the SGS initiative.

We also expect to work with consultants with a proven record for school turnaround in the area of staffing and staff development, such as Relay for assistance with developing a quality staffing pipeline, Teaching Trust to develop professional leaders, and others as recommended through the TZ Planning process.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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MEMORANDUM

Kent P. Scribner, Ph.D.
Superintendent of Schools
100 N. University Drive, Suite SW 207 Fort Worth, Texas 76107
OFFICE 817.814.1900 FAX 817.814.1905
www.fwisd.org



November 10, 2017

To whom it may concern:

The Fort Worth Independent School District (FWISD) is very pleased to submit this application for the Transformation Zone Planning Grant to seek new avenues toward success for the highest-need schools in our district. The commitment of FWISD's leadership to looking at unique approaches to campus autonomy, talent acquisition, teaching and supportive services has only intensified as we have visited and heard from students, teachers, administrators, parents, and community leaders across our district in the past two years.

Through our participation in the System of Great Schools network, TTIPS Grants, and the Lone Star Governance process, we have begun serious exploration and implementation of new concepts such as our "Leadership Academies", but we recognize the need for more assistance in concrete planning for successful long-term implementation through a program such as Transformation Zones.

As a part of our commitment to the Transformation Zone Planning, we will seek to:

- Seek long-term funding for initiatives that develop out of the planning that provide documented positive results;
- Assist with the involvement of local governmental, community, business, foundation, and faith-based initiatives for early learning, literacy, and community turnaround in the Transformation Zone Schools; and,
- Provide ongoing community outreach to ensure buy-in of any proposed new campus plans by individual campus stakeholders.

FWISD is seeking to be full partners in planning for Transformation Zones for Fort Worth ISD, and welcome this opportunity for an intensive period of in-depth planning to improve opportunities for our students. Please accept this letter from myself, and our FWISD Board of Trustees Board President, Tobi Jackson. Please let us know if you have any questions.

Sincerely,

Kent P. Scribner, Ph.D.
Superintendent of Schools

Tobi Jackson
FWISD Board of Trustees Board President

/clm

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suite 2250
fort worth
texas 76102
817.820.6607
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November 29, 2017

Dear Colleague,

Fort Worth's philanthropic community is an active partner with Fort Worth ISD as we seek to improve the lives of children and families in our area—with a broad cross-section of foundations, corporate groups, and community groups contributing almost \$30 million to a wide variety of school projects since 2010. We are pleased that Fort Worth ISD is applying for the Transformation Zone Planning Grant, and we plan to be part of the solution for improvement in struggling schools. We recognize and welcome the opportunity for an intensive planning process based on best practices in school reformulation from around the United States and the world.

Through the participation of local foundations and corporate funders, Fort Worth ISD has been able to begin work on campus improvement through the Leadership Academies, and neighborhood turnaround efforts such as the Morningside Children's Project, Eastside Alliance Community Partnership, and Historic Stop Six Initiative.

The Rainwater Charitable Foundation and others plan to continue our work and support of Fort Worth ISD. Specifically:

- We will serve on an advisory board for planning grant and eventual Transformation Zone implementation;
- We will be a partner assisting with obtaining sustainability funding for transformation initiatives that come out of the planning process;
- We will continue to be a voice of community support for early learning, literacy, and community turnaround in the Transformation Zone Schools; and,
- We will use our community connections to provide avenues for input and implementation buy-in by non-profit, foundation, corporate, and governmental entities.

We look forward to providing support and encouragement to Superintendent Scribner and the Fort Worth ISD School Board in this bold movement forward for our students and our city.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeremy Smith". The signature is stylized with a large, sweeping "J" and a horizontal line extending to the right.

Jeremy Smith
Co-President & Executive Director
Rainwater Charitable Foundation

NORTH TEXAS COMMUNITY FOUNDATION

Philanthropic Solutions

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November 28, 2017

To Whom It May Concern:

Fort Worth's philanthropic community is an active partner with Fort Worth ISD as we seek to improve the lives of children and families in our area—with a broad cross-section of foundations, corporate groups, and community groups contributing almost \$30 million to a wide variety of school projects since 2010. We are pleased that Fort Worth ISD is applying for the Transformation Zone Planning Grant, and we plan to be part of the solution for improvement in struggling schools. We recognize and welcome the opportunity for an intensive planning process based on best practices in school reformulation from around the United States and the world.

Through the participation of local foundations and corporate funders, Fort Worth ISD has been able to begin work on campus improvement through the Leadership Academies, and neighborhood turnaround efforts such as the Morningside Children's Partnership, Eastside Alliance Community Partnership, and Historic Stop Six Initiative.

We plan to continue our work and support of Fort Worth ISD. Specifically:

- We will serve on an advisory board for planning grant and eventual Transformation Zone implementation;
- We will be a partner assisting with obtaining sustainability funding for transformation initiatives that come out of the planning process;
- We will continue to be a voice of community support for early learning, literacy, and community turnaround in the Transformation Zone Schools; and
- We will use our community connections to provide avenues for input and implementation buy-in by non-profit, foundation, corporate, and governmental entities.

We look forward to providing support and encouragement to Superintendent Scribner and the Fort Worth ISD School Board in this bold movement forward for our students and our city.

Sincerely,



Rose Bradshaw
Executive Vice President